

How good  
is our school?

SELF-EVALUATION SERIES

# Ensuring Effective Transitions

# Ensuring **Effective Transitions**

This guide focuses on transition arrangements from primary into secondary and from pre-school to P1. Though the guide directly addresses the “traditional” transition times, the principles and much of the exemplification are relevant to all other transitions in schools - that is, those in which children move from one class to the next or from one school to another. You are invited to consider transition issues in this wider sense, as well as at the key points of transition involving a change of school. The important issue of post-school transitions will be addressed in a future publication.

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How **good** is our **school**?

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### **Foreword**

An effective transition should guarantee continuity and progression in children's learning. School staff, parents, all professionals and support agencies need to work together to ensure this. HM Inspectors can say with confidence that the pastoral arrangements to ensure an effective transition from pre-school to primary, stage to stage and primary 7 to secondary education are generally of a high quality. In recent years, educational establishments have improved the transfer procedures to enhance the transition process and allow individual pupils to feel valued and well prepared for the next stage of their education.

However, previous Inspectorate reports have consistently raised serious concerns about effective continuity and progression in pupils' learning at key points of transition. HM Inspectors report that these remain very significant issues for Scottish schools, at both the pre-school-P1 and P7-S1 stages. Recent Scottish research has shown very good general liaison between secondary and primary schools, but a major gap in co-ordination of the 5-14 curriculum across the two sectors and a lack of consistency in the use of assessment information to plan relevant and challenging learning experiences. As a consequence, there is a clear need for all establishments to work in partnership, review their current transition procedures and increase the focus on learning. Children's growth as learners and as people requires effective partnership working to maximise their success at all stages of their education.

*A Curriculum for Excellence* sets out the aspiration for all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. Effective transition arrangements at all levels of the system can and should ensure the progressive development of all four capacities. Working in close partnership, pre-school centres, primary and secondary schools with local authorities and other stakeholders, can provide relevant and challenging courses and programmes to ensure continuity and progression in learning for all learners.

This guide highlights the conditions in which effective transition arrangements can be developed and evaluated. The process of self-evaluation using quality indicators has already had a significant and positive impact on the quality of provision in Scottish schools and colleges. By building on the strengths of the current transition process, staff will be able to contribute to improvements in the quality of learning and teaching, widening achievement and raising attainment.

Graham Donaldson  
Her Majesty's Senior Chief Inspector  
HM Inspectorate of Education



### Introduction

This is one of a series of guides to self-evaluation building on the advice given in the publications *How good is our school?* and *The Child at the Centre*. It also shows how, in the latter case, the relevant National Care Standards can be applied alongside performance indicators and quality indicators to evaluate the effectiveness of cross-sector partnerships. The guide focuses on transition arrangements from primary into secondary and from pre-school to P1. Some of the exemplification, along with other material, such as evidence from inspections by HM Inspectorate of Education (HMIE) and research evidence about transitions, is accessible through hyperlinks.

Though the guide directly addresses the “traditional” transition times, the principles and much of the exemplification are relevant to all other transitions in schools – that is, those in which children move from one class to the next or from one school to another. You are invited to consider transition issues in this wider sense, as well as at the key points of transition involving a change of school.

The guide uses the term “children” to refer to both those in pre-school and in school education. Sometimes the term “pupil” is used, where the context is clearly primary and/or secondary school, rather than a pre-school centre.

The term “parents” should be understood to refer to parents or carers.

### Partnership

Partnership and collaboration are essential if we are to achieve the all round development of the “personality, talents, mental and physical abilities of each child and young person to their fullest potential”.<sup>1</sup> The *National Priorities for Education* (December 2000) also strongly emphasised all round development, social inclusion, achievement and young peoples’ understanding of their rights and responsibilities as citizens. Subsequent publications by the Scottish Executive, such as *Ambitious Excellent Schools* (SEED 2004(1)) and *Ministers’ Response to a Curriculum for Excellence* (SEED 2004(2)) reiterate these aims. They are aims for all Scottish children and young people at all stages of education.

*A Curriculum for Excellence* sets out a clear vision of the purposes to which the education of Scotland’s young people should be directed. The four key purposes are to enable young people to become successful learners, confident individuals, responsible citizens and effective contributors to society. *A Curriculum for Excellence* then lays down a number of principles for curriculum design to help achieve these purposes. Well-planned and effectively delivered transition arrangements can support the implementation of these principles.

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<sup>1</sup> Standards in Scotland’s Schools etc. Act 2000.



The curriculum should provide all pupils with:

- **challenge and enjoyment (through promoting active learning in relevant contexts);**
- **breadth (through giving opportunities to young people in a wider range of contexts);**
- **progression (by ensuring that experiences build effectively on prior learning and achievement);**
- **depth (through developing more advanced levels of understanding as pupils progress from stage to stage);**
- **personalisation and choice (through widening the options available);**
- **coherence (through effective links between establishments at key points of transitions); and**
- **relevance (to previous learning experiences).**

It is particularly important that these aims should remain central to the experience of children as they move from pre-school to primary and from primary to secondary school. An effective transition should guarantee continuity and progression in children's learning. School staff, parents, all professionals and support agencies need to work together to ensure this.

Three factors are crucial to providing effective education. These are:

*Access to an inclusive curriculum* that:

- serves, supports and challenges all children and enables them to develop fully;
- enables young people to belong to and contribute to communities in society more broadly; and
- is responsive to individual pupils, including their language, cultural and social backgrounds and their previous educational experiences and achievements.

*Support for children* that

- helps them all to meet the challenge of moving from one establishment or school to another happily and successfully;
- gives more vulnerable children additional and more sustained help; and
- is based on thorough knowledge of all the children, transfer of clear information about them and effective use of this information by staff in the primary or secondary school receiving them.

*Continuing attainment and achievement* that:

- results in pupils achieving success in “curricular learning” and in wider aspects of achievement, building on previous learning; and
- is based on a common understanding by all staff of what constitutes success and high expectations for all children.

### **The focus of this guide: children’s learning**

Evidence gathered by HM Inspectorate of Education suggests that pastoral support transfer procedures, particularly from P7 to S1, are generally of high quality. *HMIE evidence about transitions, including examples of good practice*

Research confirms this general finding.

*Some research evidence about transitions*

Transition arrangements typically ensure that each individual child feels valued and is well prepared for many aspects of life in the new school. Most staff take considerable pride in providing this pastoral support for pupils. There remain, however, significant issues in relation to aspects of the transition process beyond pastoral support.

The critical areas are the extent to which there is:

- continuity and progression in learning;
- a common understanding of assessment approaches and standards; and
- use of assessment information to plan children's progression.

The quality, or even the existence, of effective cross-sector partnership on these matters is very variable.

This guide invites you to focus self-evaluation closely on *children's learning*, and on the impact of cross-sector partnerships, to ensure joint approaches to curriculum planning, learning and teaching and assessment. Of course, pastoral care and emotional and social well-being, including friendships, are essential factors in encouraging and supporting children. They also help to maintain an ethos of success and achievement. There is no need to reduce the quality of your existing pastoral support arrangements. Indeed, where necessary, you should continue to seek to improve them. It is clear, however, that factors which are directly associated with learning, teaching and the curriculum need focused attention.

In order to help you evaluate the quality of transition arrangements, this guide presents a limited number of the Quality Indicators (QIs) drawn from *How good is our school?* and/or from *The Child at the Centre*, with reference also to Care Standards relevant to pre-school - primary transition. The selected QIs are directly relevant to curricular programmes, learning, teaching, meeting pupils' needs and assessment as part of teaching. In addition the guide invites you to use QIs relating to review and development of staff and to leadership, both of which are crucial to achieving successful transitions.

### Self-Evaluation in practice

Part 1 of *The Child at the Centre* and Part 2 of *How good is our school?* provide advice on practical approaches to self-evaluation.

This guide:

- summarises the key issues relating to provision for effective transition;
- asks key questions about the quality of transition arrangements and collaboration with other establishments, derived from illustrations within the selected quality indicators and performance indicators;
- looks at how you might collect evidence from more than one source in order to provide a robust basis for your evaluations; and
- encourages you to weigh up the strengths and aspects for improvement in what you observe.

You can then use the results of the evaluation and the evidence to plan for improvement and to report on the quality of what you have found.

### **How are you going to find the evidence?**

There are a number of sources of evidence. The most important thing is to use more than one source, and to make sure that you focus on the key measurable and observable outcomes for young people, both in terms of their experience and their achievements. Try to seek the views of a range of people - children, parents, people working in and across partner schools/establishments. Look at documentation, but essentially only where it adds significant value.

**Ask people what they think**, for example through:

- individual interviews or group discussions with children, parents/carers, teachers, managers and other staff on cross-sector partnership and joint planning/debate;
- working parties, within your school/establishment and across partner schools/establishments;
- discussions with education authority staff;
- surveys and questionnaires; and

- consultations with partners from external organisations and agencies involved with aspects of transition.

**Engage in direct observation**, for example:

- shadow classes, groups and individual children, focusing on continuity and quality of curricular and learning experiences in different schools/establishments;
- observe lessons and activities, with a similar focus; and
- listen to discussions and debates in cross-sector and working groups and those within the school/establishment.

**Analyse outcomes**, for example:

- pupils' progress as assessed by the "receiving" school's own measures of progress, achievement and attainment, informal and formal; and in respect of 5-14 levels of attainment, where relevant (particularly in areas where cross-sector partnership has been developed); and
- Standard Grade and other National Qualifications.

**Look at documentation and resources**, for example:

- programmes of study planned for continuity across the transition; and staff's forward plans for implementing these;
- children's classwork, assignments and folios, with a focus on quality and continuity of types of task and learning experiences in different schools/establishments;
- ongoing records and profiles of progress and skills, personal learning planning, written feedback, children's learning diaries and log books, with a similar focus;
- resources and course materials used for the whole range of learners in different schools/establishments, again focusing on quality and continuity of learning experiences;
- development/improvement plans and reports on progress related to partnership with other schools/establishments;
- policies and guidelines for such partnerships; and
- minutes of partnership meetings.

The following layout can be used to inform the audit process and summarise the evidence.

<b>Note down the sources of evidence on which you are basing your evaluation in the boxes below:</b>
↓
<b>People consulted</b>
↓
<b>Documentation and resources reviewed</b>
↓
<b>Direct observation undertaken</b>
↓
<b>Outcome analysis</b>

**Evaluate practice related to each of the key questions below. Give an overall evaluation to identify key strengths and areas for improvement.**



<b>Key question</b> <i>Before and after transition –</i>	<b>HGIOS QI</b>	<b>The Child at the Centre PI</b>	<b>Care Standard</b>	<b>Overall evaluation</b>
Do courses and programmes provide continuity in content, skills and challenges?	<b>1.2</b>	<b>1.2</b>	<b>5</b>	
Do staff take full account of pupils' previous progress and attainment?	<b>2.1</b>	<b>2.1</b>	<b>5</b>	
Do staff share a common understanding of what is meant by effective teaching?	<b>3.2</b>	<b>3.2</b>	<b>4</b>	
Do staff ensure effective learning experiences?	<b>3.3</b>	<b>3.1</b>	<b>4</b>	
Do staff challenge pupils and provide appropriate support?	<b>3.4</b>	<b>3.3</b>	<b>6</b>	
Do staff use assessment to promote effective learning and teaching?	<b>3.5</b>	<b>3.4</b>	<b>5</b>	
Does the process of staff review and development refer to transition?	<b>6.6</b>	<b>6.4</b>	<b>12</b>	
Do senior staff ensure continuity and progression for children?	<b>7.4</b>	<b>7.4</b>	<b>14</b>	

**Go back over the areas for improvement you have identified.**

**Decide which are your *priorities* for development.**

**Identify *criteria* for success by which to judge progress after you have taken action.**

**These priorities for improved transition arrangements can now be included in your development plan.**



**Note:**

*How Good Is Our School* Quality Indicators (Level 5, Very Good).

Relevant *The Child at the Centre* Performance Indicators.

Relevant National Care Standards.

### **The quality indicator levels**

Quality indicators (from *How good is our school?*) are now based on six levels of performance. The questions and case studies in this guide relate to the quality of provision or outcomes which would be evaluated as very good (level 5). The six levels of performance which are used by HMIE in inspections, are:

Level 6 *excellent* – excellent

Level 5 *very good* – major strengths

Level 4 *good* – important strengths with areas for improvement

Level 3 *adequate* – strengths just outweigh weaknesses

Level 2 *weak* – important weaknesses

Level 1 *unsatisfactory* – major weaknesses

An evaluation of **excellent** applies to provision which is a model of its type. Pupils' experiences and achievements are of a very high quality. An evaluation of *excellent* represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school. It implies these very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish the pupil experience. Whilst an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school will take opportunities to improve and strive to raise performance to excellent.

An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significant positive impact. However, the quality of pupils' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of **adequate** applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of *adequate* indicates that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of pupils' experiences. It implies that the school should take action to address areas of weakness while building on its strengths.

An evaluation of **weak** applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish the pupils' experiences in substantial ways. It implies the need for structured and planned action on the part of the school.

An evaluation of **unsatisfactory** applies when there are major weaknesses in provision requiring immediate remedial action. The pupil experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.

### **Performance Indicator levels**

The Performance Indicators in *The Child at the Centre* use the earlier 4-level structure:

4 Very Good – major strengths

3 Good – more strengths than weaknesses

2 Fair – some important weaknesses

1 Unsatisfactory – major weaknesses

### **National care standards**

The national care standards cover a wide range of care services and provide the framework for assessing the service as a whole. The way in which the standards are to be met in a particular case will depend on the type of provision being inspected. The Scottish Commission for the Regulation of Care ('the Care Commission') has discretion to apply the standards flexibly, taking account of the nature of the service.

Where centres are funded for pre-school education, the quality indicators of *The Child at the Centre* and the *Curriculum Framework for Children 3-5* also help to describe national expectations. In particular, these provide advice about the curriculum, children's progress, assessment, support for learning and quality assurance.

## Overall Quality of Attainment and Transitions

The key factor here is the impact of cross-sector partnership on:

- **the quality of children's progress, development, work and achievement** • **their attitudes to learning**

The focus is on the extent to which you, as staff, add value to pupils' attainment by collaborating on course and programme planning and developing shared approaches to learning and teaching and assessment.

*How good is our school? Quality indicator 2.1 Overall quality of attainment*

See *How Good Is Our School* for the description of Very Good performance (Level 5).

*The Child at the Centre* Performance Indicator 2.1 Children's progress in their development and learning.

Overall quality of attainment			Evidence	Areas for development
Themes	Questions to ask	Strengths		
<ul style="list-style-type: none"> <li>• the school's progress in raising attainment</li> <li>• pupils' progress in learning</li> <li>• pupils' attainment in relation to national 5-14 levels and/or in national examinations</li> <li>• evaluations across other related quality indicators (3.1, 3.3, 3.4, 3.5)</li> </ul>	<p>What evidence is there</p> <ul style="list-style-type: none"> <li>• of clear progression in pupils' attitudes, skills and knowledge and understanding in general; and/or in curricular areas featuring cross-sector partnership?</li> <li>• that cross-sector discussion and agreed approaches to teaching have contributed to pupils' achievements? (QI 3.1)</li> <li>• that cross-sector partnerships have improved the quality of pupils' learning experiences and contributed to their achievements? (QI 3.3)</li> <li>• that cross-sector partnerships have ensured that pupils' needs are well met, enabling them to achieve highly? (QI 3.4)</li> <li>• that cross-sector partnerships have contributed to pupils' success by establishing assessment for learning as a key aspect of classroom experiences? (QI 3.5)</li> </ul>			

## Courses and programmes across transitions

Teachers deliver stimulating and challenging courses or programmes for each curricular area to build on children's previous learning. Staff in all relevant schools/establishments need to engage in joint planning of courses or programmes so that they focus on key learning outcomes.

*How good is our school?* **Quality indicator 1.2 Courses and programmes**

See *How Good Is Our School* for the description of very good provision (Level 5).

*The Child at the Centre* Performance Indicator: 1.2 Quality of programmes.

Quality Indicator 1.2 Courses and programmes			Evidence	
Themes	Questions to ask	Strengths	Areas for development	
<ul style="list-style-type: none"> <li>breadth and balance across elements of the curriculum</li> <li>integration, permeation</li> <li>timetabling and arrangements for pupil choice</li> </ul>	<ul style="list-style-type: none"> <li>How well do staff use guidelines and policy statements to ensure that children have enough experience of all the key aspects of each curricular area? To what extent do all establishments have an agreed approach to ensuring an appropriate balance between these aspects?</li> <li>What steps are taken to ensure that all children are included in planned courses or programmes?</li> <li>How coherent and well planned are courses or programmes? To what extent have staff taken part in joint planning of courses and programmes and/or agreed which establishment is to cover specific aspects of content and skills before and after transition?</li> <li>To what extent can staff use flexibility time to allow pupils some choice by adapting courses or programmes to meet their varying needs?</li> <li>How effective are the approaches used to provide staff in the schools/establishments with agreed, common guidance on courses and programmes, learning and teaching, support for pupils and assessment?</li> </ul>			

## The teaching process across transitions

An important factor in successful transition arrangements is the extent to which staff in each establishment develop a common understanding of the principles of effective teaching and interaction with children, and implement them in their own classrooms. By sharing ideas and good practice you can avoid situations where children experience abrupt changes in teaching approaches after a transition.

*How good is our school?* **Quality indicator 3.2 The teaching process**

See *How Good Is Our School* for the description of Very Good provision (Level 5).

*The Child at the Centre* Performance Indicator: 3.2 Staff/Child interaction.

Quality Indicator 3.2 The teaching process		Evidence	
Themes	Questions to ask	Strengths	Areas for development
<ul style="list-style-type: none"> <li>range and appropriateness of teaching approaches</li> <li>teacher-pupil interaction</li> <li>clarity and purposefulness of questioning</li> </ul>	<p>How effective are the arrangements for sharing ideas and good practice about the following issues?</p> <ul style="list-style-type: none"> <li>The use of a variety of teaching approaches, including exploiting oral/aural, written and visual media/ICT, and encouraging children to show independence in their learning (including engaging in play in the early primary stages).</li> <li>Where appropriate, planning homework and building on children's learning at home.</li> <li>Sharing learning aims and linking to previous learning.</li> <li>Providing clear, direct teaching and explanations, in "children's language" (and/or ensuring they understand technical terms, where these occur).</li> <li>Questioning and interacting with children to engage them in thinking and learning and enabling you to identify their learning needs.</li> </ul> <p>What evidence is there that as staff you are putting these shared principles into practice?</p>		

### Pupils' learning experiences across transitions

Children need continuity of learning experiences that:

- motivate them
- stimulate their thinking and investigative skills
- enable them to develop responsibility for their own learning in both collaborative and independent contexts.

Having a common understanding of effective ways of providing such learning experiences makes an important contribution to successful transitions.

#### *How good is our school?* **Quality indicator 3.3 Pupils' learning experiences**

See *How Good Is Our School* for the description of very good provision (Level 5).

*The Child at the Centre* Performance Indicator 3.1 Quality of children's development and learning through play.

Quality indicator 3.3 Pupils' learning experiences		
Themes	Questions to ask	Evidence
<ul style="list-style-type: none"> <li>• extent to which the learning environment stimulates and motivates pupils</li> <li>• pace of learning</li> <li>• personal responsibility for learning, independent thinking and active involvement in learning</li> <li>• interaction with others</li> </ul>	<p>How effective are your practical arrangements for sharing ideas and good practice across the sectors about the following issues?</p> <ul style="list-style-type: none"> <li>• The types of activity likely to motivate and engage pupils keenly in their work.</li> <li>• A common understanding about what counts as a "good pace".</li> <li>• Engaging pupils in purposeful activities which require them to:               <ul style="list-style-type: none"> <li>– think</li> <li>– solve problems</li> <li>– work out meanings</li> <li>– adopt a personal view</li> <li>– discuss issues with others</li> </ul> </li> <li>• Ways of organising purposeful collaborative activity in groups of various sizes.</li> </ul> <p>What evidence is there that as staff you are putting these shared principles into practice?</p>	<p>Strengths</p> <p>Areas for development</p>

## Meeting pupils' needs across transitions

At transition stages it is particularly important that staff should share ideas and effective practice in meeting pupils' varying learning needs, as well as information about the nature of these needs.

*How good is our school?* **Quality indicator 3.4 Meeting pupils' needs**

See *How Good Is Our School* for the description of very good provision (Level 5).

*The Child at the Centre* Performance Indicator 3.3 Meeting children's needs.

Quality indicator 3.4 Meeting pupils' needs		Evidence	
Themes	Questions to ask	Strengths	Areas for development
<ul style="list-style-type: none"> <li>choice of tasks, activities and resources</li> <li>provision for pupils with differing abilities and aptitudes</li> <li>identification of learning needs</li> </ul>	<p>How effective are your practical arrangements for sharing ideas and good practice across the sectors about the following issues?</p> <ul style="list-style-type: none"> <li>The extent to which tasks, activities and resources are appropriately challenging.</li> <li>The ways in which children are encouraged to think about their key individual learning targets.</li> <li>Types of support for learners as they work on tasks (appropriate help, but also challenge).</li> <li>Systems for sharing staff's views about the learning needs of individual children.</li> <li>Ways of removing barriers to learning arising from the way the curriculum, tasks, activities or teaching are presented.</li> <li>Ways of involving support for learning staff effectively in helping children to achieve their learning aims.</li> </ul> <p>What evidence is there that as staff you are applying these shared principles?</p>		



### Assessment as part of teaching across transitions

Effective learning and teaching before and after a transition depends on staff developing a common understanding of:

- effective ways of using assessment during classwork; and
- the quality of work that should be expected in relation to defined standards of attainment, where these are relevant.

*How good is our school?* **Quality indicator 3.5 Assessment as part of teaching**

See *How Good Is Our School* for the description of very good provision (Level 5).

*The Child at the Centre* Performance Indicator 3.4 Assessment, keeping records and reporting.

Quality indicator 3.5 Assessment as part of teaching		
Themes	Questions to ask	Evidence
<ul style="list-style-type: none"> <li>• assessment methods and arrangements for recording</li> <li>• judgements made in the course of teaching</li> <li>• use of assessment information</li> </ul>	<p>How effective are your practical arrangements for sharing ideas and good practice across the sectors about the following issues?</p> <ul style="list-style-type: none"> <li>• Using summative and formative assessment approaches to identify successes and support learning.</li> <li>• Promoting and using self-assessment and peer-assessment.</li> <li>• Recording key features of children's learning and progress.</li> <li>• Helping pupils to reflect on and discuss their progress and their individual learning aims.</li> <li>• Using assessment information to evaluate teaching and learning, to plan future learning and teaching; and to report children's progress to parents.</li> </ul> <p>What evidence is there that as staff you are putting these shared principles into practice?</p>	<p>Strengths</p> <p>Areas for development</p>

## Staff review and development and transitions

Networking and collaboration among staff within and across establishments can make significant contributions to professional development. Staff review and professional development should ensure that all relevant staff exploit the opportunities for professional growth presented by networking. Individual staff members can gain much from involvement in cross-sector partnerships in curricular planning, learning, teaching and assessment.

*How good is our school?* **Quality indicator 6.6 Staff review and development**

See *How Good Is Our School* for the description of very good provision (Level 5).

*The Child at the Centre* Performance Indicator 6.4 Staff development and review.

Quality indicator 6.6 Staff review and development			Evidence	
Themes	Questions to ask	Strengths	Areas for development	
<ul style="list-style-type: none"> <li>links between staff review and development and school self-evaluation and planning</li> <li>staff review procedures</li> <li>staff development</li> </ul>	<p>Within the context of each establishment's arrangements for staff review and development, how effective are the following?</p> <ul style="list-style-type: none"> <li>Opportunities for managers and staff to learn about the curriculum and learning and teaching approaches in other establishments.</li> <li>Opportunities to collaborate across sectors in discussing and planning curricular programmes and learning and teaching approaches.</li> <li>Opportunities to observe and take part in learning and teaching with colleagues in other establishments.</li> <li>Opportunities to "share standards" in assessing pupils' work, for example, in relation to 5-14 levels.</li> </ul>			

Leadership and transitions

Headteachers and senior managers in all schools/establishments should take direct interest in transition partnerships to ensure their success. They should also give all relevant staff the opportunity to participate in these transition partnerships. Such leadership is crucial to ensure focus on key curricular and learning/teaching issues. It also gives significance to transitions in the eyes of all staff and facilitates resourcing, including the time necessary for partnership arrangements.

How good is our school? Quality indicator 7.4 Leadership

See *How Good Is Our School* for the description of Very Good provision (Level 5).

*The Child at the Centre* Performance Indicator 7.4 Effectiveness of leadership.

Quality indicator 7.4 Leadership			Evidence	
Themes	Questions to ask	Strengths	Areas for development	
<ul style="list-style-type: none"><li>• leadership qualities</li><li>• professional competence and commitment</li><li>• relationships with people and development of teamwork.</li></ul>	<p>Consider the effectiveness of headteacher(s) and relevant senior staff at:</p> <ul style="list-style-type: none"><li>• Ensuring effective learning.</li><li>• Showing personal commitment to partnership working and developing productive relationships with associated establishments.</li><li>• Providing effective support to ensure effective transition.</li><li>• Empowering staff to promote and develop good practice and ideas for improvement.</li><li>• Ensuring adequate resourcing, including time, for staff to meet, work together, exchange ideas and share good practice.</li><li>• Supporting key staff involved in transition partnerships.</li></ul>			

## Worked exemplar: primary – secondary transition Quality indicator 3.5 Assessment as part of teaching

Quality indicator 3.5 Assessment as part of teaching			
Themes	Questions to ask	Evidence Strengths	Areas for development
<ul style="list-style-type: none"> <li>assessment methods and arrangements for recording</li> <li>judgements made in the course of teaching</li> <li>use of assessment information</li> </ul>	<p>How effective are your practical arrangements for sharing ideas and good practice across the sectors about the following issues?</p> <ul style="list-style-type: none"> <li>Using summative and formative assessment approaches to identify successes and support learning.</li> <li>Promoting and using self-assessment and peer-assessment.</li> <li>Recording key features of children's learning and progress.</li> <li>Helping pupils to reflect on and discuss their progress and their individual learning aims.</li> <li>Using assessment information to evaluate teaching and learning, plan future learning and teaching and report children's progress to parents.</li> </ul> <p>What evidence is there that as staff you are putting these shared principles into practice?</p>	<ul style="list-style-type: none"> <li>Two recent meetings to standardise 5-14 Writing levels (P6-7 and secondary English staff).</li> <li>Developing and implementing "comments feedback" and self-assessment using "traffic lights" as part of the authority's promotion of assessment.</li> <li>Use of folios or other collections of classwork as a basis for deciding overall levels of 5-14 performance. (Most of the cluster primary schools in English, and Environmental Studies – and several secondary departments – English, Drama, Art and Design, Business Education, Home Economics, Technical Education).</li> <li>Assessment for learning and summative assessment better understood and more effectively implemented than in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Development of assessment for learning approaches across the curriculum in each school.</li> <li>Planned time and arrangements for cross-sector "sharing the standard" meetings in reading; mathematics; and, later, other curricular areas.</li> </ul>

**Note:** For additional primary – secondary transition worked exemplars, see [HYPERLINK 6](#).

## Worked exemplar: pre-school – primary transition Quality Indicator 3.3 *The Child at the Centre* PI 3.1

Quality indicator 3.3 Pupils' learning experiences			
Themes	Questions to ask	Evidence Strengths	Areas for development
<ul style="list-style-type: none"> <li>• extent to which the learning environment stimulates and motivates pupils</li> <li>• pace of learning</li> <li>• personal responsibility for learning, independent thinking and active involvement in learning</li> <li>• interaction with others</li> </ul>	<p>How effective are your practical arrangements for sharing ideas and good practice across the sectors about the following issues?</p> <ul style="list-style-type: none"> <li>• The types of activity likely to motivate and engage pupils keenly in their work.</li> <li>• A common understanding about what counts as a "good pace".</li> <li>• Engaging them in purposeful activities which require them to:               <ul style="list-style-type: none"> <li>– think</li> <li>– solve problems</li> <li>– work out meanings</li> <li>– adopt a personal view</li> <li>– discuss issues with others</li> </ul> </li> <li>• Ways of organising purposeful collaborative activity in groups of various sizes.</li> <li>• What evidence is there that as staff you are putting these shared principles into practice?</li> </ul>	<ul style="list-style-type: none"> <li>• Following discussion with pre-school colleagues, lots of opportunities and resources for role-play in P1.</li> <li>• Avoidance of worksheet "busy work" in both the pre-school centres and P1/P2.</li> <li>• Purposeful tasks in both pre-school and P1 that make the children keen to join in actively – (e.g., baking/cooking requiring measurement of ingredients and co-operation among the group).</li> <li>• "Listen, describe and say what you think" sessions after observations of nature, making and building activities and listening to stories.</li> <li>• Group work to agree and explain the similarities and differences of various substances and objects.</li> <li>• Promotion of a range of activities in friendship groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Further opportunities to share practice and exchange ideas about stimulating activities and appropriate challenges to enable children to develop and learn at a good pace.</li> <li>• Exchange of ideas and good practice about ways of getting children thinking (about numbers and shapes; stories; rhymes/poems...).</li> <li>• Pre-school and P1 discussion of different ways of achieving aims in expressive arts – e.g. making a picture or a model, singing or making music with instruments.</li> <li>• Consideration of joint ways of planning and involving groups of pre-school and P1/P2 children in stimulating problem-solving situations related to:               <ul style="list-style-type: none"> <li>– mathematics</li> <li>– environmental studies or "knowledge and understanding of the world" topics.</li> </ul> </li> </ul>

**Note:** For additional pre-school – primary worked exemplars see [HYPERLINK 7](#).

### Sources of support

*How good is our school?* HM Inspectorate of Education, 2002  
[http://www.hmie.gov.uk/about\\_us/inspections/hgios/HGIOS.pdf](http://www.hmie.gov.uk/about_us/inspections/hgios/HGIOS.pdf)

*The Child at the Centre*  
[http://www.hmie.gov.uk/about\\_us/inspections/child at the centre.pdf](http://www.hmie.gov.uk/about_us/inspections/child%20at%20the%20centre.pdf)

*National Care Standards for Early Education and Childcare up to the age of 16*  
<http://www.scotland.gov.uk/Topics/Health/care/17652>

*Circular 3/2001: Guidance on Flexibility in the Curriculum*, Scottish Executive, 2001  
<http://www.scotland.gov.uk/library3/education/circ3-00.asp>

*A Curriculum for Excellence*, Scottish Executive, 2004  
<http://www.scotland.gov.uk/library5/education/cerv-00.asp>

*Partnership for a Better Scotland*, Scottish Executive, 2003  
<http://www.scotland.gov.uk/library5/government/pfbs-00.asp>

HM Inspectorate of Education  
[www.hmie.gov.uk](http://www.hmie.gov.uk)

Scottish Executive  
[www.scotland.gov.uk](http://www.scotland.gov.uk)



[www.hmie.gov.uk](http://www.hmie.gov.uk)

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